



Genoa Area Local Schools

2020-2021 Remote Learning Plan

Genoa Area Local Schools recognizes the importance of providing a high quality education that meets the needs of all Comets for the 2020-2021 school year.

A remote learning plan for our district is needed to ensure a successful teaching and learning experience for our staff and students when not in a face to face setting. This will consist of but is not limited to asynchronous teacher led instruction and reinforcement of concepts as well as student self-paced discovery or practice. Synchronous instruction may be made available, but is not required. This remote learning plan will be utilized as needed for staff and students due to unplanned occurrences.

Determining and Documenting Instructional Needs:

Items to consider:

- Instructional Sequencing
- Aligned Instruction to Learning Standards
- Gap Analysis for ELA, Math, Science, and Social Studies
- Plans for students with disabilities
- Creating instructional plans
- Communicating instructional plans with staff, students, and parents

Teachers completed a gap analysis prior to the start of the 2020-2021 school year which helped identify instructional gaps in learning as a result of COVID-19. This information will aid instructors in planning asynchronous learning activities and opportunities for our students in order to address those gaps. Teachers will also identify essential standards in their curriculum to form the foundation of instruction for their content area. These standards will focus learning to develop the foundational skills and knowledge needed to be successful moving forward in their academic career at GALS. Teachers may give formative assessments to students at the beginning of the school year to assess prior learning to inform instructional strategies and interventions. State required reading diagnostics for grades K-3 will occur within the expected timelines. This information will also be used as baseline data for planning literacy instruction. Each IEP will be examined and updated (as needed) to make sure students are receiving their specifically designed instruction.

District teachers are required to utilize Progress Book for documenting grades and the learning management system Google Classroom in coordination with traditional scope and sequence maps to establish clear learning plans. Genoa Area Local Schools will require teachers to submit a Week at a Glance document to be linked to our district webpage every Monday morning. Included in this document will be an outline of the student's expectations for each week. Video tutorials will also be linked to the district webpage to support student and parent navigation of Progress Book and Google Classroom.

Teachers will use all applicable instruction and assessment methodologies to determine and document student instructional needs, education levels, and acquisition and retention of knowledge, which may include but are not limited to assessments, student interactions, observations, assignments, IEPs, 504 plans, educational and non-educational data and resources available through collaboration with North Point ESC and State Support Team 1.



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Determining Competency, Granting Credit, & Promoting Students to Higher Grade Levels:

Items to consider:

- Develop a plan for determining competency (grading and assessments)
- Develop a plan for granting credit (grading and assessments)
- Develop criteria for promoting students to a higher grade level (grading and assessments)

Genoa Area Local Schools understands the importance of timely and meaningful feedback to show growth in learning whether we are in a face to face or remote setting. Grading practices will reflect evidence of student learning and engagement and stay consistent with current district policy. Progress Book will be updated weekly to reflect the current grade students have earned. Teachers will continue to incorporate resources that deliver formative assessments in a digital manner. Summative assessments will still be utilized to determine competency over the content taught. Teachers will be provided with ongoing professional development in assessment and feedback during remote learning.

Grades, GPA and course credit will be granted in recognition of student engagement, progress, and achievement in the remote learning experience in accordance with board adopted policies.

Assessments, awarded grades, and earned credit provide evidence of student learning levels and achievement which will be used to designate grade level promotion or advancement to a higher level course in accordance with board adopted policies.

Attendance Requirements and Student Participation:

Items to consider:

- Create communication and attendance plan for staff and students
- Create a plan to account for student participation in remote learning activities

It is the expectation of Genoa Area Local Schools that students participate in learning activities 5 days per week. Attendance will be tracked through evidence of participation. Evidence of participation may include but is not limited to: google classroom login, assignment completion, communication with teachers (via phone, email, zoom, or other method), and other evidence of participation determined appropriate to accrue hours of engagement. Teachers will monitor students for daily engagement and submission of work according to established guidelines. Principals and counselors will help teachers in identifying priority and at-risk students. This team of principal, counselor, and teachers will then develop a plan to increase attendance and participation. Students' absences will be considered for not completing work, not logging in, or not interacting with instruction. District attendance policies should be followed and truancy proceedings should be enacted if necessary. We expect students to actively engage in their learning, complete all activities and assessments, and keep in communication with their teachers when not physically in the building.



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Monitoring Student Progress:

Items to consider:

- Create a plan to monitor student progress through remote learning

Teachers will use a variety of formative and summative assessments to monitor the learning progress of students. These may be administered through formal digital platforms, digital tools for learning products, and personal interactions. Teachers will evaluate student progress periodically based upon the needs of the student and the requirements of the course. Teachers may arrange check ins with students through district approved methods. Teachers may arrange communication with parents and guardians regarding progress through district approved methods. Students on RIMPs and students with disabilities will be evaluated using typical progress monitoring strategies administered remotely at intervals typical for those populations. Genoa Area Local Schools may continually reassess and change methodologies when necessary based on the data from monitoring such student progress.

Ensuring Equitable Access to Quality Instruction:

Items to consider:

- Review of parent survey
- Create technology plan to ensure equitable access

Equity in education means that children have access to relevant and challenging academic experiences and educational resources necessary to be successful in school. Students will receive instruction from Genoa Area Local Schools' highly qualified staff. Learning opportunities will primarily be provided digitally and paper copies may be provided if developmentally appropriate or if deemed necessary. Office hours will be available weekly for questions and support from teachers. internet access outside of the school buildings.

We are a 1:1 district where all students will have access to a chromebook. Recognizing the stress that childcare situations can put on families, Genoa Area Local Schools will not require synchronous learning but make it an optional at teachers' discretion. Asynchronous recorded lessons will be made available via teachers' Google Classroom for viewing at a time suitable for the student and their family. Genoa Area Local Schools will also use its best efforts to remove barriers to engagement by assisting in training and resolving technical issues. Students with disabilities will be assigned an Intervention Specialist as a case manager who will coordinate intervention services in accordance with each child's IEP written goals and objectives. Related services personnel will follow each child's IEP to schedule teletherapy and may provide practice activities for students to engage with offline. Special populations will continue to receive services.



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Availability of Professional Development

Items to consider:

- Create professional learning plan to assist teachers

Various optional professional development opportunities have been offered to Genoa Area Local Schools staff in the summer of 2020. This includes offerings for live virtual sessions through North Point ESC and our own G-Tech Summit. These sessions have also been made available on demand to staff. A Professional Learning Notebook has been developed to include tutorials and support for staff on demand. These topics include resources on Google Classroom, content delivery, engagement, feedback, and assessment.

Staff will be attending professional development sessions in the week before students report. These sessions have been designed to occur in small groups during the morning of our work day. Then staff will have time to explore, collaborate, and incorporate information into their classroom learning during the afternoon of our work day. These sessions will include information on teacher expectations and district guidelines, recording instruction both synchronous and asynchronous, intervention strategies, social emotional wellbeing, and Google Classroom. During remote learning staff will also be provided professional development on digital feedback and assessments.